

School Counseling

Annual Reports: 2015 and 2016

In order to fully implement a data- and outcome-based continuous and systematic evaluation for School Counseling (SC), in spring 2014, the faculty created a Counseling Program Advisory Board. The Board was to “make suggestions regarding the program’s mission, objectives, program changes, student learning and performance on professional identity, professional practice, and program area standards” and was to be comprised of the “counseling faculty and two representatives from the counseling community.” The Board’s members have consistently been comprised of the Counseling faculty and the representatives have included members of the ULM administration, area LPCs, and area LPC-Ss.

The culmination of the Board’s input, resulted in the following outcome-based continuous and systematic evaluation, which was implemented over time since spring 2014 through fall 2015. Full implementation took effect fall of 2015.

- Updated counseling program mission, to reflect the SC concentration.
- Development of **Program Outcomes**, to reflect the counseling program’s mission, with outcome-based assessments and benchmarks.
- Development of **Student Learning Outcomes** for the SC program, with outcome-based assessments and benchmarks, based upon professional identity, professional practice, and program area standards and that reflect the mission of the program.
- Implementation of a **Capstone Portfolio** for all Counseling Students, with appropriate differences for the SC students, to reflect program area standards.

SC Program Outcomes

1. Prepare students to be eligible for licensure as LPCs and/or Certified School Counselors.	1. Maintenance of a 75% pass rate of students on the Counselor Preparation Comprehensive Examination (CPCE), as determined by a score no lower than 1 standard deviation below the national average.	1. 100% CPCE pass rate.
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	2. Maintenance of a 75% graduation rate.	2. 100% graduate rate has been maintained for 2012, 2013, 2014, 2015, and 2016
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Licensure/Employment Data

Year	Number of Graduates	Number Who Sat for/Passed Comps	CPCE Comprehensive Examination Average	Completion Rate	Job Placement Rate
2012	1	1/1	92	100%	100%
2013	-	-	-	-	-
2014	3	3/3	89.75	100%	100%
2015	1	1/1	90	100%	100%
2016	1	1/1	83	100%	100%

SC Student Learning Outcomes

Student Learning Outcome	Performance Indicators	Data
1. Demonstrate competence in the practice of a well-developed and consistent theoretical application	Satisfactory completion of: 1. Theory Comparison Paper in COUN 5005, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.	1. 100%: Fall 2014 Section 1: 1/1 students received a performance level of 3+. Fall 2014 Section 2: 1/1 students received a performance level of 3+. Spring 2015: 2/2 students received a performance level of 3+. Fall 2015: 4/4 students received a performance level of 3+. Spring 2016: 1/1 students received performance level of 3+.

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	2. Final Case conceptualization Paper in COUN 6071, as evidenced by receiving at least 80% as measured by the written case conceptualization rubric (Implemented Fall 2015).	2. Spring 2016: 1/1 students at least 80%.
	3. At least two semesters of COUN 6071: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each standard assessed through the final Internship Evaluation.	3. 100%: Spring 2014: 1/1 students gained required client contact hours and received a performance level of 3+. Fall 2014: 3/3 students gained required client contact hours and received a performance level of 3+. Spring 2015: 3/3 students gained required client contact hours and received a performance level of 3+. Spring 2016: 1/1 students gained required client contact hours and received a performance level of 3+.
2. Show integrity in ethical assessment and counseling practice.	Satisfactory completion of: 1. Ethical Dilemma Paper in COUN 6063, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.	1. 100%: Fall 2014: 1/1 students received a performance level of 3+. Fall 2015: 8/8 students received a performance level of 3+.
	2. Assessment Research Paper in COUN 5062, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.	2. 100%: Summer 2015: 7/7 students received a performance level of 3+. Fall 2015: 2/2 students received a performance level of 3+.
3. Demonstrate skills and knowledge to professionally	Satisfactory completion of: 1. Personal Assessment Paper	1. 100%: Summer 2014: 1/1 students

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serve a culturally diverse society.	in COUN 6052, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.	received a performance level of 3+. Summer 2015: 2/2 students received a performance level of 3+. Summer 2016: 2/2 students received a performance level of 3+.
	2. At least two semesters of COUN 6071: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each diversity standard assessed through the final Internship Evaluation.	2. 100%: Spring 2014: 1/1 students gained required client contact hours and received a performance level of 3+. Fall 2014: 3/3 students gained required client contact hours and received a performance level of 3+. Spring 2015: 3/3 students gained required client contact hours and received a performance level of 3+. Spring 2016: 1/1 students gained required client contact hours and received a performance level of 3+.
4. Articulate a professional counseling identity.	Satisfaction completion of: 1. Professional Identity Paper in COUN 5001, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.	1. 100%: Spring 2014: 2/2 students received a performance level of 3+. Spring 2015: 3/3 students received a performance level of 3+. Fall 2015: 5/5 students received a performance level of 3+. Spring 2016: 1/1 students received performance level of 3+.

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	<p>2. Comprehensive School Counseling Program Plan, inclusive of Consultative Experience Project in COUN 5063, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.</p>	<p>2. 100%: Spring 2014: 8/8 students received a performance level of 3+. Spring 2015: 7/7 students received a performance level of 3+. Spring 2016: 7/7 students received a performance level of 3+.</p>
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Capstone Portfolio

When Required / Course	Key Assignments for School Counseling
COUN 5001 Intro to Counseling	<i>Professional Identity Paper</i> Students discuss their developing professional identity as a counselor, including their specialty identification.
COUN 5005 Theories of Counseling	<i>Theory Comparison Paper</i> You are to choose two theories discussed in class or in your text. You are required to compare and contrast these two theories. In other words you are to critically examine how your chosen theories are alike and how they differ. You should be able to intelligently discuss the following: personality formation/human nature, how change occurs, key concepts, the therapeutic process, counselor’s role, etc. All theory discussion should begin with an introduction to each theory before the comparisons and contrasting begins. <u>Be sure to choose theories from different categories for example humanistic and action oriented.</u>
COUN 5062 Assessment	<i>Assessment Research Paper</i> Research the psychometric aspects of a school assessment tool (i.e., What is it designed to measure? How valid and reliable is it according to the publisher’s standardization? What populations can it be utilized for and what benefits would it offer to your client? Can a counselor administer the assessment tool?). Then provide information on the legal concerns, ethical concerns, and multicultural concerns regarding this assessment tool. Are there any controversies associated with this assessment tool? Who would it benefit? What information do you hope to gain and how will that information be utilized?
COUN 5063 Principles and Administration of School Counseling Programs	<i>Comprehensive School Counseling Program Plan</i> Include the following sections: a. Project Title and Description, b. Literature review in support of need for project including 5 references, c. Mission Statement and Principles/values, d. Consultative Experience Project (all parts should be included here), e. Organizational Chart

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	<p>(including qualifications and job descriptions), f. Budget, g. Promotion Plan, and h. Follow-up</p> <p><i>Consultative Experience Project</i></p> <p>Include the following sections: a. Needs Assessment Interviews (Principal & School Counselor), b. Research on evidenced-based interventions, c. Intervention Plan, and d. Consultant Services (either to a mental health agency or school). There should be at least 5 references supporting b & c above.</p>
<p>COUN 6052 Multicultural Population</p>	<p><i>Personal Assessment Paper</i></p> <p>The personal assessment of your ethnic and cultural heritage will require attention to several general themes that are outlined on the syllabus. The purpose of the paper is to have an honest assessment of your ability to work with multicultural populations.</p>
<p>COUN 6063 Legal and Ethical Issues in Counseling</p>	<p><i>Ethical Issue Research Paper</i></p> <p>A formal paper, at least 8 pages long, on a relevant course topic (see list of relevant topics to choose your topic). The paper should delineate the legal, ethical, and professional issues related to that topic.</p>

In addition to developing outcome-based program and student learning outcomes and benchmarks, the program also has additional methods of gathering feedback to be utilized for program modification. Those additional methods are (a) **alumni surveys** sent out every other fall, (b) **current student surveys** sent out every other fall, (c) **employer/site supervisor surveys** sent out each fall (a new survey in fall of 2015), and (d) **faculty/administrative input**.

Alumni Surveys

The alumni surveys are sent out to all program graduates every other fall. So, in fall 2013, graduates from 2012 and 2013 were surveyed. The original version was updated in order to seek information previously not solicited and that would be more helpful to the faculty in making program and curricula changes/decisions.

Alumni survey results from 2013 were extremely encouraging and participation was particularly high. The vast majority of alumni responded that their experience was positive, that

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they were either prepared or well prepared in all of the core areas, and that the counseling mission statement accurately or very accurately reflected their training program.

The 2015 version of the alumni survey was sent out to 2014 and 2015 graduates in the fall of 2015. Similar to the 2013 aggregated data, the majority (over 90%) of respondents indicated satisfaction with the program and curriculum and 84% indicated that the mission statement either accurately or very accurately reflected their training. Some students suggested that the program place more of an emphasis on research. Since fall of 2015, the school counseling program has begun offering its own research course rather than having students take the marriage and family therapy, education, or psychology equivalent. However, students taking the marriage and family therapy version of the course are actually required to become involved in tangible research projects. Additionally, some students have become actively involved in each faculty members research. As a result, students are now involved in research in the areas of performance enhancement for distance athletes, existential supervision, spirituality issues in counselor education, and family addiction issues in the development of binge eating disorders. All counseling faculty are making additional efforts to involve students in their research activities.

Other areas in which students suggested the program make improvements include: academic advisement and the career counseling course. Academic advisement has been dispersed such that all faculty members have relatively equal advisement loads, which was not the case when this feedback was received. During the fall 2015 faculty retreat, it was determined that no substantial changes would be made to the career counseling course as so few students made the suggestion.

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Positive feedback that was received from the 2015 alumni survey was regarding the program's transition to a predominantly online teaching format and the rigor of the online courses. This was also reflected in the results of the current student survey (see below).

Current Student Surveys

The current student survey is sent out every other fall in order to gain feedback from students on their experience in the program and also their evaluation of the program's curriculum relative to the core areas of professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. Demographic data is also collected through the current student survey.

In Fall 2015, the majority of students indicated positive experiences in the program, satisfaction with program content and curriculum, and as being prepared and/or well prepared with core areas. The only areas for improvement suggested were academic advisement and the career counseling course. These suggestions mirrored the results of the alumni survey. Please see alumni survey section for how these suggestions were handled by the faculty/program.

Particular areas of strength indicated included:

- Flexibility of the online teaching format
- The summer workshop
- In-class practice sessions made possible by the summer workshop and hybrid courses

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These comments suggest student satisfaction with the program modifications made to transition from a face-to-face teaching format to a predominantly online one. The program's substantial change request in this regard was approved by CACREP in the fall of 2016.

Employer/Site Supervisor Surveys

In fall of 2015 the recently developed employer/site supervisor survey was sent out to all current site supervisors. The survey asks for input regarding the intern's preparedness for clinical work and suggestions for improvement of the program.

The University of Louisiana at Monroe Counseling Program distributed internship site evaluations to 10 of our previous internship student supervisors in the fall semester of 2015. These surveys were used to evaluate the effectiveness of the ULM Counseling Program and the options present on the survey ranged from strongly agree, agree, disagree, and strongly disagree. The sections of the evaluation rated students on their application of critical thinking skills, their ability to implement the appropriate role of the counselor to meet the needs of diverse clients, how well they've developed adequate skills in the diagnosis, assessment, note taking and treatment of clients, their demonstration of legal and ethical standards of professional counseling, as well as their professional demeanor in the counseling setting. Of the 10 that were sent out, only two evaluations were received. The students' supervisors that participated in the survey responded that they either strongly agreed or agreed with their students' abilities to demonstrate the above skills. One supervisor also mentioned that they look favorably upon hiring interns from ULM's Counseling Program and believes that they are above average with the development and performance of these skills compared to other universities students that are practicing on the same level. The overall results of this study show that the ULM Counseling Program has played

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an invaluable role in the development of strong, intellectual, and well-rounded counseling students.

Faculty/Administrative Input

Beginning in fall of 2015, the counseling faculty has been meeting weekly. A regular meeting schedule of one half-day per month and one full day of faculty retreat per semester has been implemented. This regular meeting schedule allows the faculty sufficient time to consider feedback from current students, graduates, employers, site supervisors, and administrators in order to ensure stakeholders' voices are heard and program modifications are based upon data, as well as their own experiences.

Program Modifications

Based upon combinations of feedback, as described above, the following modifications have been made and/or planned since spring of 2014.

- Efforts have been made, and continue, to increase networking with local school counselors in order to attract additional qualified school counselors as site supervisors and create additional school sites at which school counseling students can practice.
- Efforts have been made, and continue, to recruit additional qualified school counseling students.
- Curriculum changes were made to strengthen the School Counseling Program.
- An Advanced Supervision Course was developed and offered.
- Suicide awareness and education opportunities were developed and offered.

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- A mandatory summer workshop was developed and implemented in summer 2015.
- Additional questions were added to the Alumni and Current Student Surveys in fall 2015.
- An employer/site supervisor survey was developed and distributed in fall 2015 and results analyzed and aggregated.
- A pre-practicum student drug screen/background policy was implemented in spring 2016.
- In spring 2016 a more formal MOU process was developed and implemented between the university and practicum and internship sites.
- The program successfully transitioned to a predominantly online teaching format, effective fall 2016.
- A fourth counseling faculty member was hired in fall 2016. Prior to that time, there were only three full time faculty for one full academic year.